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ABSTRACT

A study investigated the beliefs about language learning of 204 university students learning English as a Second Language (ESL) in Korea. The Beliefs About Language Learning Inventory and a questionnaire eliciting background information were administered to students in Korean. Results, when compared with other studies, indicate some differences in beliefs from those of U.S. foreign language students, ESL students in the United States, ESL students in Taiwan, and even another group of Korean students. In addition, the beliefs of this group were correlated with background factors such as academic major and experience living in an English-speaking country. The findings provide evidence that learner's beliefs about language learning may vary based on cultural background and previous experiences. Contains 19 references. (Author/MSE)

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SUSAN N. TRUITT

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Beliefs About Language Learning: A Study of Korean University Students Learning English

SUSAN N. TRUITT

This study investigated the beliefs about language learning of university students learning English as a foreign language (EFL) in Korea. A total of 204 students enrolled in undergraduate English courses in Seoul, Korea, participated in this study. A questionnaire consisting of the Beliefs About Language Learning Inventory (BALLI, Horwitz, 1983, 1987) and a background questionnaire was translated into Korean and administered to the students. It was found that the Korean subjects in this study had some differences in their beliefs about language learning from those of American foreign language students (Horwitz, 1988), ESL students in the United States (Horwitz, 1987), EFL students in Taiwan (Yang, 1992), and even another group of EFL students in Korea (Park, 1995). In addition, the beliefs about language learning of the subjects in this study were correlated with background factors such as major and experience living in an English-speaking country. These findings provide evidence that learners' beliefs about language learning may vary based on their cultural backgrounds and previous experiences (Horwitz, 1987).

INTRODUCTION

It appears obvious that many language learners have definite beliefs about learning a foreign language. Whenever the topic of foreign languages comes up in a conversation, many people seem eager to express their views and opinions about language learning. With regard to beliefs about language learning, Omaggio (1978) states that good language learners have "insight into the nature of the task" (p. 2). Hosenfeld (1978) refers to "mini-theories of second-language learning."

In an investigation of learners' beliefs about language learning and strategy use, Wenden (1987) interviewed 25 adults studying in advanced level ESL classes at Columbia University, asking them about the social settings in which they used English and the learning activities they used. She found that these language learners often used learning strategies consistent with their beliefs about language learning. Fourteen of these students reported specific beliefs about the best way to learn a language. She classified these learners' reported beliefs into three major categories: those that valued using the language naturally, those that valued formal learning about grammar and vocabulary, and those that valued the role of personal factors such as emotions, aptitude, and self-concept.

In order to identify language learners' beliefs in a systematic way, Horwitz (1983) developed the Beliefs About Language Learning Inventory (BALLI). The BALLI assesses learners' beliefs in five areas: "foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivations" (Horwitz, 1987, p. 121). This instrument has been used to identify beliefs about language learning held by prospective teachers in a foreign language methods course (Horwitz, 1985), ESL students (Horwitz, 1987), and beginning university foreign language students

(Horwitz, 1988). It has also been used by Yang (1992) for university students learning English in Taiwan, and by G. Park (1995) for university students learning English in Korea.

Other studies exist which contain references specifically to Koreans' beliefs about language learning. For example, W. Park (1981) found in a survey of 478 high school students that 72 percent of them studied English in order to enter a good university or get a good job, while nine percent had no particular reason for studying English. He also found that 75 percent of the students believed that learning English means learning to translate and to understand English grammar.

In a study of American ESL teachers and their students, McCargar (1993) found several differences between the expectations of teacher and student role held by the teachers and those held by students from eight different countries. One difference was that whereas the American teachers tended to disagree with the statement that "language teachers should correct every student error," the Korean students (in fact all student groups except the Japanese) strongly agreed with this statement. However, the Korean students agreed with the teachers that "language teachers should work with small groups of students during class" (p. 198). Regarding another item stating that students should "not make mistakes in answering questions," the teachers clearly disagreed, whereas the Korean students mildly agreed (p. 199).

Since learners' beliefs about language learning may be influenced by their cultural backgrounds and previous experiences (Horwitz, 1987), the purpose of the present study was to identify the beliefs about language learning of a group of university students in Korea, and compare the results with those of previous studies of different groups of learners. Specifically, the present study explores the following research questions:

1. What beliefs do Korean EFL students have about language learning?
2. How do these beliefs compare to those in previous studies of American foreign language students and other ESL/EFL students?
3. Are beliefs about language learning related to background factors such as sex, major, and living abroad?

METHODOLOGY

Subjects

The subjects of this study were 204 students in required English classes at Yonsei University in Seoul, Korea, in the spring semester 1994. Their majors were premed (138) and English language and literature (66). The male-female ratio was 131:70 (3 unknown). The majority of the subjects were freshmen (193), with four sophomores, two juniors, one senior, and four unknown. The subjects ranged in age from 18 to 29, with an average age of 19.5. Twenty-nine subjects (14%) had traveled to an English-speaking country, including fifteen (7%) who had lived there for one year or more. The teachers were all foreign native speakers of English, and the classes were taught only in English.

Materials

The questionnaire used in this study consisted of two measures. The Beliefs About Language Learning Inventory (BALLI, Horwitz, 1985, 1987) and a background

questionnaire. Open-ended questions were added in order to discover any additional beliefs experienced by the subjects, as well as any difficulties the subjects had in answering the questionnaire. These instruments were slightly adapted to the Korean context, and translated into Korean (see Table 1 and Appendix).

Procedures

The questionnaires were administered by the researcher in April 1994 to 204 university students in five English classes, with the cooperation of the English instructors. A cover letter was also included.

Data Analysis

The data in this study were analyzed as follows.

1. Quantitative Analysis

The quantitative analysis of the data was performed using SPSS for MS Windows Release 6.0, as follows:

1. To summarize the students' background information and responses to the BALLI items, frequencies, percentages, means, and standard deviations were computed for each item.

2. Principal-component analysis and factor analysis were computed on the BALLI scores. The former was used to obtain estimates of the initial factors and to determine the number of factors which represent the data. Then the factor analysis was used to discern the underlying factors for the BALLI scores.

3. Multivariate analysis of variance (MANOVA) was conducted to investigate the effects of the background variables, sex, major, and living abroad, on beliefs. Post hoc analysis was used to indicate which variables caused significant differences.

2. Other Analyses

1. The subjects' responses to the open-ended questions which were added to the BALLI were categorized and summarized.

2. The results of the BALLI were compared with the results of previous studies of American foreign language students and other ESL or EFL students.

RESULTS

The major findings of this study are summarized below.

Beliefs About Language Learning

Descriptive statistics were computed on the students' responses to the items in the BALLI. Table 1 presents the frequencies of response (in percentage), means, and standard deviations for the 36 items in the BALLI.

Table 1. Frequencies of Response (in %), Means, and Standard Deviations for the BALLI Items

Item	1* (SD	2 D	3 N	4 A	5 SA)	Mean	SD
1. It is easier for children than adults to learn a foreign language.	5**	8	6	38	40	3.98	1.16

2. Some people are born with a special ability for learning foreign languages.	5	9	27	36	22	3.68	1.07
3. Some languages are easier to learn than others.	6	9	23	37	26	3.68	1.13
4. English is: (1) a very difficult language; (2) a difficult language; (3) a language of medium difficulty; (4) an easy language; (5) a very easy language.	6	39	41	13	1	2.64	0.82
5. I believe that I will learn to speak English very well.	6	11	24	34	25	3.62	1.15
6. Koreans are good at learning foreign languages.	7	40	26	23	4	2.77	1.02
7. It is important to speak English with an excellent pronunciation.	3	9	7	34	47	4.13	1.07
Item	**1 (SD)**	**2 D**	**3 N**	**4 A**	**5 SA)**	**Mean**	**SD**
8. It is necessary to know about English-speaking cultures in order to speak English well.	2	5	11	32	53	4.32	0.86
9. You shouldn't say anything in English until you can say it correctly.	71	22	5	3	3	1.45	0.87
10. It is easier for someone who already speaks a foreign language to learn another one.	4	6	20	45	25	3.80	1.07
11. People who are good at mathematics or science are not good at learning foreign languages.	37	35	16	9	3	2.05	1.08
12. It is best to learn English in an English-speaking country.	3	3	5	25	65	4.46	0.93
13. I enjoy practicing English with people who speak English as a native language.	27	17	25	16	16	2.81	1.44
14. It's O.K. to guess if you don't know a word in English.	3	3	21	43	30	3.95	0.95
15. If someone spent one hour a day learning a language, how long would it take them to speak the language fluently: (1) less than a year; (2) 1-2 years; (3) 3-5 years; (4) 5-10 years; (5) You can't learn a language in 1 hour a day.	1	10	44	32	14	3.49	0.87
16. I have a special ability for learning foreign languages.	26	29	26	12	5	2.43	1.15
17. The most important part of learning a foreign language is learning vocabulary words.	5	23	30	32	10	3.20	1.08
18. It is important to repeat and practice a lot.	2	0	5	24	70	4.61	0.72
19. Women are better than men at learning foreign languages.	30	25	23	16	5	2.40	1.23
20. Koreans feel that it is important to speak English well.	4	6	12	42	36	4.01	1.04
21. I feel timid speaking English with other people.	14	32	23	21	20	3.12	1.33
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	37	25	19	13	6	2.26	1.26
23. The most important part of learning a foreign language is learning the grammar.	36	45	15	3	0	1.86	0.80

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24. I would like to learn English so that I can better understand people who speak English as a native language.	28	38	20	10	3	2.23	1.06
25. It is easier to speak than understand a foreign language.	40	29	13	9	9	2.06	1.28
26. It is important to practice with cassettes or video tapes.	3	16	38	30	17	3.44	1.02
27. Learning a foreign language is different than learning other academic subjects.	3	9	20	44	24	3.78	1.00
Item	**1* (SD)**	**2 (D)**	**3 %**	**4 A**	**5 SA)**	**Mean**	**SD**
28. The most important part of learning English is learning how to translate from Korean to English.	23	39	20	14	4	2.37	1.11
29. The most important part of learning English is learning how to translate from English to Korean.	28	43	16	9	2	2.04	1.00
30. If I learn English very well, I will have better opportunities for a good job.	1	5	20	46	28	3.95	0.86
32. I want to learn to speak English well.	0	2	4	12	82	4.75	0.62
33. I would like to get to know people who speak English as a native language.	2	5	14	25	55	4.27	1.00
34. Everyone can learn to speak a foreign language well.	6	17	27	33	17	3.36	1.13
35. It is easier to read and write English than to speak and understand (listen to) it.	6	12	22	37	23	3.57	1.15
36. Language learning involves a lot of memorization.	2	6	15	41	33	3.98	0.95

Notes:

*1=strongly disagree; 2=disagree; 3=neither agree nor disagree; 4=agree; 5 strongly agree

**Percentages in this table have been rounded to the nearest whole number, and thus may not add to 100.

The last two items of the BALLI (items 37 and 38) were open-ended questions designed to give the subjects the opportunity to respond freely. Item 37 asked if the subjects had any additional ideas about learning English, while item 38 asked if any of the preceding questions were unclear or confusing.

Regarding beliefs about language learning (item 37), fifty-four subjects commented that they believe speaking and listening are more important than reading, writing, and grammar, and that they want more speaking and listening in their English class. Twenty-five subjects also commented that there are too many students in each class, and twenty wanted more opportunities to participate in class. In addition, sixteen wanted more opportunities to have conversations with native speakers of English, and thirteen liked having a native-speaking English teacher. Fourteen also thought that the class was too formal and would like more innovative teaching methods.

Item 38 asked whether any of the preceding items were unclear or confusing. While the majority of the subjects had no comment on this question, some thought there were overlapping items on the questionnaire. Regarding item 15 about how long it takes to learn a language, five subjects commented that it depends on the situation or the method of study. Four subjects were confused because there were

two items about translation (item 29: Korean to English; item 29: English to Korean).

According to the responses to the BALLI summarized above, most of the Korean university students in this study seem to have strong motivations to learn English, but not in order to get to know people who speak it. It seems that their motivation is more instrumental than integrative. They believe that culture is important in language learning, but that grammar is not. They support the strategies of repeating and practicing, pronunciation, and guessing, and believe that it is okay to make mistakes, but they feel timid and uncommunicable speaking English. They are optimistic about learning English, but believe that it is difficult, especially in speaking, and takes time. They also believe that anyone can learn a language, but that some have a special ability, which they may feel they personally do not have.

A factor analysis of the BALLI found five factors, which appear to represent the following areas: the value and nature of learning English, self-efficacy/confidence in speaking, the importance of correctness/formal learning, ease of learning English, and motivational factors. These factors will be discussed later in this paper.

Comparisons With Beliefs of Other Groups

The responses of the Korean EFL students in this study to the BALLI were compared with those of international ESL students in the United States (Horwitz, 1987), American students of foreign languages (Horwitz, 1988), Chinese EFL students (Yang, 1992), and Korean EFL students (Park, 1995). The ESL students (Horwitz, 1987) appeared to have more confidence in their ability to learn English, more confidence and desire to speak English with native speakers, and more integrative motivation than the Korean EFL students in this study.

In comparison with the American foreign language students (Horwitz, 1988), the Korean EFL students seemed less confident of their personal language learning ability, but more confident of the ability of their countrymen to learn languages. The Koreans were more supportive of the roles of culture and pronunciation in language learning, and less supportive of the roles of grammar and correctness. In addition, the Koreans had more instrumental reasons to learn English than the Americans.

More similarities existed between the Chinese (Yang, 1992) and Korean EFL students, perhaps because of their similar cultures, English education systems, and the role of English in both countries. However, the Chinese students appeared to have a greater confidence in their ability to learn English than the Korean students. This could be related to differences in the learning environments in the two countries, cultural differences, or differences between the Chinese and Korean languages.

Finally, the results of this study were quite similar to those of Park (1995), whose subjects were also Korean university students learning EFL. However, one difference was that although Park's subjects tended to believe that English is more difficult than did those in the current study, more of his subjects agreed that they would learn to speak English well. In addition, more students in the present study felt that translation is not important, and reported that they did not enjoy practicing English with native speakers nor did they want to learn English for the purpose of getting to know native speakers. Since the majority of Park's subjects were male (91%), and since they had different majors (70% engineering and 30%

humanities/social science) from those in the current study, these factors may have led to differences in their beliefs about language learning.

Influence of Background Variables

Multivariate analysis of variance was used to test for the influence of background variables on the BALLI factors in order to answer the third research question: "Are beliefs about language learning related to background factors such as sex, major, and living abroad?"

For the comparison between premed and English majors, Wilks' lambda was significant at $p < .05$, indicating that the students' majors made a significant difference in their beliefs about language learning. Post hoc ANOVAs found that English majors had significantly higher means than premed majors in both self-efficacy/confidence in speaking ($p < .05$) and motivation for learning English ($p < .01$). Wilks' lambda was also significant at $p < .001$ for the comparison between those who had lived in an English-speaking country for at least one year and those who had not. Post hoc ANOVAs found that the students who had lived abroad had significantly higher means in self-efficacy/confidence in speaking than those who had not ($p < .01$).

DISCUSSION

This section will discuss the results of this study according to the framework of the objectives of this study.

Beliefs About Language Learning

The factor analysis of the BALLI produced five factors: (1) the value and nature of learning English, (2) self-efficacy/confidence in speaking, (3) the importance of correctness/formal learning, (4) the ease of learning English, and (5) motivational factors. Each of these factors is discussed below in relation to relevant research. (The items in parentheses are those that loaded at .40 or above on the factor.)

1. Value and nature of learning English
(BALLI items 3, 7, 8, 12, 18, 20)

The subjects in this study tended to strongly agree that "Koreans feel that it is important to speak English well." This indicates the high value that Koreans place on English proficiency.

Pintrich's (1989; Pintrich & DeGroot, 1990) model of motivation emphasizes the role of value beliefs, including importance, interest, and utility. Pintrich & DeGroot (1990) found that students who believed that their school work was interesting and important were more cognitively engaged, self-regulating, and persistent in their academic work. In addition, Meece et al. (1990) found that "students who assigned more importance to achievement in mathematics reported less math anxiety" (p. 68).

If these findings in educational psychology can be applied to the area of second language learning, the fact that Koreans highly value English proficiency may increase their motivation and possibly even help to lower their anxiety about learning English.

In Factor 1, the majority of the subjects in this study also highly valued

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certain aspects of the nature of learning English, such as pronunciation, repeating and practicing, and learning about English-speaking cultures. In the field of second language acquisition, Wenden (1987) found that language learners often used learning strategies consistent with their beliefs about what aspects of language learning are most important (using the language naturally, formal learning about grammar and vocabulary, or personal factors). Therefore, the aspects of language learning that these subjects value will probably affect the strategies that they use. For example, those who value learning about English-speaking cultures may try to travel to an English-speaking country if possible, or get to know native English speakers living in Korea. However, if these beliefs are unrealistic, they could also lead to frustration and anxiety. For example, since pronunciation seems to be so difficult to master in adulthood (Scovel, 1988), language learners who believe that it is important to speak with an excellent pronunciation may be disappointed.

2. Self-efficacy/confidence in speaking
(BALLI items 13, 16, 24, 35, 36)

The subjects in this study tended to disagree (55%) with the statement, "I have a special ability for learning foreign languages," and to agree (60%) with the statement, "It is easier to read and write English than to speak and understand it." These responses indicate that many of these Korean students are not confident about their language learning ability, particularly in the areas of speaking and listening. Bandura (1982, 1986) claims that self-efficacy can influence task choice, effort and persistence, helpful or debilitating thought patterns, and affective reactions. In a study of seventh grade students, Pintrich and DeGroot (1990) found that test anxiety was negatively related to self-efficacy beliefs. Similarly, Truitt (under review) has found a strong negative correlation between this factor of self-efficacy and foreign language anxiety.

In Factor 2, the subjects also tended to disagree with statements like "I enjoy practicing English with people who speak English as a native language" (44%), and "I would like to learn English so that I can better understand people who speak English as a native language" (66%). These responses show that in spite of their strong belief that knowledge about culture is important, many students do not enjoy speaking English with native speakers, and do not seem to have an integrative motivation for learning English. Perhaps because of their lack of self-confidence in their English ability, they may be afraid to try to talk with native speakers, even though they believe it would help them to learn. In fact, Yang (1992) found a relationship between Taiwanese EFL learners' self-efficacy about learning English and their use of learning strategies, particularly the use of functional practice strategies which involve "actively seeking or creating opportunities to use or practice English functionally" (p. 93).

3. Importance of correctness/formal learning
(BALLI items 9, 17, 22, 23, 29, 31)

The subjects in this study tended to believe that the most important part of learning a foreign language is learning vocabulary (42%), rather than translation (11%) or grammar (3%). Thus, despite the dominance of the grammar-translation teaching methodology used in Korea, most of these students believed that grammar and translation are not important. Perhaps they feel this way because they have

studied English for so long using this method, but do not feel that it has been effective. In fact, many students expressed such opinions in answer to an open-ended question asking if they had any additional ideas about learning English.

Another interesting finding in this factor is that the subjects in this study overwhelmingly disagreed with the statements, "You shouldn't say anything in English until you can say it correctly" (93%), and "If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on" (62%). Thus, in spite of the fact that they tended to have low self-efficacy about their English ability and not to enjoy practicing English with native speakers, many Koreans actually believe that it is okay to make mistakes in speaking English. Encouraging students to put this belief more into action might help them to enjoy practicing English with native speakers without fear.

4. Ease of learning English (BALLI items 2, 4, 5, 19, 34)

The subjects in this study tended to believe that English is very difficult (6%), difficult (34%), or of medium difficulty (41%). However, 50 percent believed that everyone can learn to speak a foreign language well, and 59 percent agreed that "I believe that I will learn to speak English very well." Thus, although they do not believe that they have a special ability for language learning, the majority of these subjects believe that they will succeed. This belief may help increase their motivation to learn, and lower their anxiety. In fact, Truitt (under review) also found a strong negative correlation between this factor and foreign language anxiety.

5. Motivational factors (BALLI items 30, 32, 33)

These subjects scored quite high in motivational factors. They overwhelmingly agreed that they want to learn English well (94%) and that English ability will give them better job opportunities (74%). Thus, these students seem to have strong instrumental reasons for learning English. In addition, although the majority disagreed in Factor 2 that they wanted to learn English so that they could better understand people who speak English as a native language, 80 percent agreed that they would like to get to know people who speak English as a native language. In other words, it seems that although understanding native speakers is not their main purpose for learning English, most of these students would like to get to know English speakers along the way.

In summary, it is apparent that although many of these students have beliefs which may be helpful for language learning, such as a strong desire to learn and a belief that it is okay to make mistakes, they may have difficulty putting these beliefs into practice because of other beliefs such as a lack of self-confidence about their language learning ability. As Horwitz (1987) suggests, one role of teachers can be to "confront erroneous beliefs with new information" (p. 126), and to help students to develop more effective strategies based on helpful beliefs about language learning.

Comparisons With Beliefs of Other Groups

As summarized above, the beliefs about language learning of the subjects in this study were compared with those found in previous studies of learners from different cultural backgrounds and experiences. For example, in comparison with the American students in Horwitz (1988), the Koreans in this study seemed less

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confident of their personal language learning ability, but more confident of the ability of their countrymen to learn languages. In addition, the Koreans appeared to have more instrumental reasons for learning English than the Americans did. More similarities existed between the Chinese (Yang, 1992) and Korean EFL students, but the Chinese students appeared to have a greater confidence in their ability to learn English than the Korean students. These differences imply that although individual differences in beliefs about language learning are great, some beliefs may be similar among learners from the same culture. Thus, as suggested by Horwitz (1987), cultural background may influence beliefs about language learning.

Other evidence suggests that previous experiences may also influence language learning (Horwitz, 1987). For example, ESL students living in the United States (Horwitz, 1987) appeared to have more confidence in their ability to learn English, more confidence and desire to speak English with native speakers, and more integrative motivation than the Korean EFL students in this study. In addition, this study found that the Korean EFL students who had lived in an English-speaking country had significantly higher means in self-efficacy/confidence in speaking than those who had not ($p < .01$). These results suggest that previous experiences, such as living in an English-speaking country, can have an influence on learners' beliefs about language learning.

Comparison of the beliefs about language learning of the Korean subjects in this study with those in Park's (1995) study show that even among learners from the same culture and with similar previous experiences, differences exist. One difference was that although Park's subjects tended to believe that English is more difficult than did those in the current study, more of his subjects agreed that they would learn to speak English well. In addition, more students in the present study felt that translation is not important, and reported that they did not enjoy practicing English with native speakers nor did they want to learn English for the purpose of getting to know native speakers. Since the majority of Park's subjects were male (91%), and since they had different majors (70% engineering and 30% humanities/social science) from those in the current study, these factors may have led to differences in their beliefs about language learning.

Influence of Background Variables

As discussed above, several background variables were related to the beliefs about language learning of the subjects in this study. For example, English majors had significantly higher means than premed majors in both self-efficacy/confidence in speaking and motivation for learning English. Similarly, Yang (1992) found that foreign language majors had significantly higher means on the factor "Beliefs About Foreign Language Aptitude" than other majors.

Another large significant difference was found in the current study between those who had lived in an English-speaking country for at least one year and those who had not. The students who had lived abroad had significantly higher means in self-efficacy/confidence in speaking than those who had not. In a similar way, ESL students living in the United States (Horwitz, 1987) appeared to have more confidence in their ability to learn English, more confidence and desire to speak English with native speakers, and more integrative motivation than the Korean EFL students in this study.

These findings indicate that background factors such as major and previous

experiences such as living in an English-speaking country may have an effect on learners' beliefs about language learning. This supports Horwitz's (1987) claim that learners' beliefs may be influenced by previous experiences.

LIMITATIONS

This study is based on a sample of 204 students at Yonsei University, majoring in premed or English. Since Yonsei is a high-level university, and premed and English are somewhat difficult majors to enter, these subjects may not represent the average Korean university student. However, with some cautions, it is expected that these results may apply to other Korean university students, and to those in countries with similar cultures and EFL instructional methods, such as Japan and Taiwan.

CONCLUSION

Finding out what Korean EFL students' beliefs about language learning are, and how they may differ from those of American foreign language students and other ESL and EFL students, may increase understanding of differences in the ways Koreans go about language learning. This may help teachers to better understand and meet their students' expectations for their English class. Since evidence exists that beliefs about language learning may influence students' learning strategies (Wenden, 1987; Yang, 1992), knowledge of learners' beliefs may also help to explain why Korean students use the strategies that they do.

Beliefs about language learning have also been considered as a factor which may influence foreign language anxiety (Horwitz, 1987; Young, 1991). Learner beliefs about language learning are important to consider because they may be among the most accessible to change by the learner (Horwitz, 1987). For example, Horwitz (1987) states from her experience that many anxious language learners believe that they are supposed to understand every word in their foreign language class. When it is explained to them that this is not expected or necessary, they begin to relax. Young (1991) adds that unrealistic beliefs about the importance of correctness in grammar or pronunciation, or about the time it takes to learn a foreign language, can also lead to frustration and anxiety. Therefore, knowledge of Korean students' beliefs about language learning may also help in understanding and helping to reduce their foreign language anxiety levels.

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APPENDIX
Background Questionnaire
(English Version)

The questions below are for research purposes only, and your individual answers will not be made available to anyone. Please answer the following questions or check the proper answers.

1. Your sex: _____ Male _____ Female

2. Your age: _____ years old

3. Your major: _____

4. Year of study: _____

5. Why are you taking this English course? (Please choose one or two most important reasons for you.)
   _____ I am interested in the English language.
   _____ I am interested in English-speaking cultures.
   _____ It is required for my major.
   _____ It is easy.
   _____ I want to get to know English-speaking foreigners.
   _____ I want to study in an English-speaking country.
   _____ I will need it in order to get a good job.
   _____ I will need to use it in my job.
   _____ I want to use it for travel.
   _____ Other: _____

6. How many years have you studied English in college?
   _____

7. How many years have you studied English in a private institute or with a tutor?
   _____

8. How many years have you had a native-speaking English teacher?
   _____

9. Have you ever traveled to or lived in an English-speaking country?
   _____ Yes
   _____ No

   If yes, what country? _____
   How long were you there? _____

10. How many native English-speaking friends or acquaintances have you known?
_____

If 1 or more, how often did you speak English with this person?
_____ rarely
_____ sometimes
_____ often

11. How often do you watch TV or movies or listen to the radio in English (without looking at the Korean subtitles)?
_____ never
_____ less than once a month
_____ 1 to 3 times a month
_____ once a week
_____ more than once a week

12. What was your score on the English test of the college entrance exam?
_____

13. What grade do you expect to receive in this English course?
_____